Author’s Purpose and Point of View Content Module

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The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

The contents of this resource were developed as part of the National Center and State Collaborative for a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made.

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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

This document is available in alternative formats upon request.
NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)\(^1\), Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.

\(^1\) The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).
The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.
Author’s Purpose and Point of View
Content Module

July 2013
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Plot the Course

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

The rationale
Determining the author’s purpose and the point of view of a text can help students deepen their understanding of what they read and read with a critical lens. These are lifelong skills readers need when critically analyzing text to distinguish different perspectives and/or determine propaganda.

Module Goal
The goal of this module is to provide detailed information on author’s purpose and point of view to teachers of students with disabilities at the elementary and middle school level. This module aims to provide teachers with a general overview of these concepts as well as teaching suggestions so that a teacher can begin to plan instruction for these concepts. Additionally, this module provides instructors with potential adaptations and modifications to consider when designing materials and instruction for students with severe disabilities.

Module Objectives
After viewing the content module, teachers will:

1. Develop a deeper understanding of author’s purpose and point of view as proficient reader strategies.
2. Learn instructional strategies for teaching students author’s purpose and point of view when reading to enhance comprehension.

This module is organized using the following sections: Time for Take Off, Floating on Air, and Prepare for Landing. Key vocabulary is provided in the “Time for Take Off” section of the module. Connections to the Common Core State Standards and PowerPoint presentations containing information and instructional suggestions for teaching author’s purpose and point of view are shared in the “Floating on Air” component. In “Prepare for Landing”, strategies to review, reinforce, and apply author’s purpose and point of view to real world connections are provided.
Time for Take Off

Understanding the vocabulary used when learning about author’s purpose and point of view is important for both teachers and students in planning and implementing reading lessons. As a teacher, knowing and using the terms not only ensures your instruction stays true to the content, but will also help with collaborating with other reading teachers or literacy experts. When choosing which vocabulary to teach, it is most important that the teacher selects the most salient, important, or most frequently used vocabulary for each lesson.

Below you will find a list of vocabulary related to this module. It may or may not be necessary to provide instruction for all terms as students may have learned them previously. If you are a secondary teacher and are not confident your students have been taught these vocabulary terms, you may want to review and teach those unknown terms during the focus and review section of your lesson plan.

While providing vocabulary instruction, you may consider including pictures or objects to make the instruction more concrete for students with disabilities (See Ideas to support vocabulary learning below).

**Vocabulary**

- **characters** – person/persons in a story
- **setting** – place where the story happens
- **plot** – sequence of events involving characters in conflict situations
- **point of view** – perspective from which the story is told
- **first person point of view** – a character is the narrator who tells the story
- **third person point of view** – story is told by an outside observer who is not in the story
- **author’s purpose** – the reason an author writes something
- **inform** – to teach
- **entertain** – to enjoy, for pleasure, usually a story
- **persuade** – to convince someone
Idea to support vocabulary learning

Use visual representations or actions to explain author's purpose and point of view and their terms. For example, the following images may be shared to teach author’s purpose.
Floating on Air

Before you can begin teaching your students about author’s purpose and point of view, it is important that you first have a deep understanding of the information. Some of the concepts may be familiar to you. Below is a list containing Standard R.L.6 and R.I. 6 from the Common Core State Standards for grades K-8. You will also find a series of PowerPoint presentations containing information, examples, and instructional suggestions for teaching author’s purpose and point of view below the chart.

### ELA Common Core State Standard 6: Author’s Purpose and Point of View - Grades K-8

<table>
<thead>
<tr>
<th>K</th>
<th>RL. 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RI.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RL.6. Identify who is telling the story at various points in a text. RI.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
</tr>
<tr>
<td>2</td>
<td>RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
<tr>
<td>3</td>
<td>RL.6. Distinguish their own point of view from that of the narrator or those of the characters. RI.6. Distinguish their own point of view from that of the author of a text.</td>
</tr>
<tr>
<td>4</td>
<td>RL.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
</tr>
<tr>
<td>5</td>
<td>RL.6. Describe how a narrator’s or speaker’s point of view influences how events are described. RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
</tr>
<tr>
<td>6</td>
<td>RL.6. Explain how an author develops the point of view of the narrator or speaker in a text. RI.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
</tr>
<tr>
<td>7</td>
<td>RL.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RI.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</td>
</tr>
<tr>
<td>8</td>
<td>RL.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RI.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
</tr>
</tbody>
</table>
Deepen your understanding. Click on each PowerPoint below.

[Insert Author’s Purpose PowerPoint here]

[Insert Point of View PowerPoint here]

Great! Now that you have viewed the PowerPoint presentations, the next section will provide some ideas to consider when planning for Universal Design for Learning.
What is author’s purpose?

- Author’s purpose is the reason an author writes something.
- Sometimes the purpose affects the content and the way an author crafts their writing.
- Typically authors write to entertain, inform, or persuade.
An author writes for many reasons. An author may give you facts or true information about a subject. If so, they are writing to inform. Some authors write fiction stories or stories that are not true. They write these stories to entertain you. Other authors may write to persuade or to try to get you to do something.
What is the author’s purpose if the passage contains . . .

<table>
<thead>
<tr>
<th>Facts or true Information?</th>
<th>to Inform or Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction?</td>
<td>to Entertain</td>
</tr>
<tr>
<td>Tries to get you to do something?</td>
<td>to Persuade or Convince</td>
</tr>
</tbody>
</table>
Author’s Purpose: To Entertain

• The book is fiction.
• It tells a story.
• It usually makes the reader laugh.
• It does not include real information.
Sample Passage: To Entertain

One day a beautiful princess was walking down the street hoping to find her prince. She looked high and low and finally gave up. On her way home she found a lonely little frog. She picked him up and began to talk to him telling him all her problems. When she was done she said good-bye to the frog and gave him a kiss on top of his head. Before her very eyes appeared the man of her dreams and they lived happily ever after.
Author’s Purpose: To Inform

• Gives the reader real information.
• May include text features such as diagrams, cutaways, and photographs.
• May include definitions.
• May be procedural and tell the reader how to do something.
Sample Passage: To Inform

To make a peanut butter and jelly sandwich you must first get your items together. You will need: bread, peanut butter, jelly and a knife. First get out two pieces of bread. Then with your knife spread on some peanut butter and jelly. Put the two slices of bread together and enjoy your sandwich. You might want a nice glass of milk too.
Author’s Purpose: To Persuade

- Tries to convince the reader to do something or think a certain way.
- Gives facts and opinions.
- May include statistics and information from an “expert”.
- Tells how the author feels about the subject.
Sample Passage: To Persuade

Every child should play a sport. When you are on a team you learn to get along with everyone and work together for a common goal. Team work is the best lesson anyone can learn. This is why I believe every child should be on a team.
Using Graphic Organizers to Teach Author’s Purpose

• Read the passage and choose examples from the text that represent the various purposes.
• Record these examples within the graphic organizer.
• Analyze the results of the graphic organizer to determine the overall author’s purpose.

<table>
<thead>
<tr>
<th>To Entertain</th>
<th>To Inform</th>
<th>To Persuade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Example:</td>
<td>Example:</td>
</tr>
</tbody>
</table>
The ship *RMS Titanic* took three years to build. At the time it was the largest thing ever set in motion by humans. Built for the White Star line, each of its four smokestacks could hold two train engines side by side. The ship was four city blocks long and 11 stories tall. It could carry over 1,000 crew and 2,500 passengers.

In April 1912 the *Titanic* started on her first trip. Her owner, Bruce Ismay, and her captain, E.J. Smith, wanted the Titanic to set a speed record for crossing the Atlantic Ocean. Unfortunately, this helped to cause a terrible disaster that people still talk about today.

<table>
<thead>
<tr>
<th>To Entertain</th>
<th>To Inform</th>
<th>To Persuade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Example:</td>
<td>Example:</td>
</tr>
<tr>
<td>• A terrible disaster that people still talk about. It makes me want to read more.</td>
<td>• The Titanic took three years to build. It was the largest ship of its time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• It had four giant smoke stacks and was four city blocks long.</td>
<td></td>
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</tbody>
</table>
The overall purpose for this passage is to…

Inform the reader.
Author’s Purpose Sentence Frames

• The author’s purpose for writing this story is ____________.

• I know this because I saw ________ and ________ examples in the story.
Your Turn!

• For the next series of slides you will be presented with a variety of passages.

• Read the passage and determine the author’s purpose.

• Consider examples as evidence from the text.
It was a glorious morning in Alabama. The sun was shining through the trees. Alan couldn't wait to find his fishing pole and call his friend Sam to go fishing. They had a great time on these early morning fishing trips. They took their dogs with them and the dogs would swim in the lake while they fished. It was so funny to watch those dogs paddle around the lake.
The Slim-O-Matic will cause you to lose pounds and inches from your body in one month. This amazing machine helps you to exercise correctly and provides an easy video to show you the proper way to exercise. Send $75.99 and begin exercising today.
The Underground Railroad was a secret organization which helped slaves escape to freedom. Many slaves were able to escape because of the conductors and station masters. The northern states were free states and slaves were free once they arrived in the north. Secret codes and signals were used to identify the conductors and station masters.
Judy Glen's amazing Wrinkle Remover cream will make you look younger in thirty days or less. This remarkable cream has special ingredients to make your wrinkles disappear. The cost for a thirty day supply is $25.99. Send your check to P.O. Box 00002, Shelton, CA 74836
Thomas was not happy one little bit. His sister, Susan, was making honor roll again. His parents would allow her to do anything she wanted to do. Thomas was not making honor roll this time and he was not going to be allowed to do all the things he wanted to do. Poor Thomas! He would just have to study harder and get back on the honor roll.
HAMSTERS FOR SALE: Braxton Pet Store, Northwood Mall: We have a large selection of hamsters for sale this week. They are interesting pets and you will enjoy having one. They are only $17.99 this week. Come and buy yours today!
Calligraphy is a form of handwriting. A special pen must be used. Letters are formed using up and down strokes. Old documents are usually written in this form. Diplomas, certificates and other awards are written in calligraphy. It is an interesting form of handwriting.
Katina and her brother, Jess were playing with the water hose outside one day. Jess was hiding from Katina so she wouldn't squirt him with the water. The back door opened and Katina pointed the water hose toward the door. It was Mom and she was dripping wet!
Rosie had the best time making her valentine cards for her classmates. She used red and white paper, heart stickers, markers and anything else she could find. It was great. Her friends are planning a valentine party on February 14th at school. The one she made for her best friend is funny. Funny valentines are nice to get.

to Inform  to Entertain  to Persuade
The easy Chopper 3 will chop your vegetables for you in about 30 seconds. It is easy to use and you can use any vegetable. The cost is $29.95. Order yours today!
Abraham Lincoln's birthday is on February 12th. He was a great President of the United States. He was our 16th President. He is remembered for freeing the slaves.
Your Turn!

Now ask yourself:

• What is author’s purpose?

• What are the most common types of author’s purpose?
Check for Understanding

• What is author’s purpose?
  – Author’s purpose is the reason an author writes something.
  – Sometimes the purpose affects the content and the way an author crafts their writing.
  – Typically authors write to entertain, inform, or persuade.

• What are the most common types of author’s purpose?
  – To entertain, to inform, and to persuade.
Author’s Point of View

Who is telling the story?

1st Person

“I”, “Me”, “We”, “Us”

3rd Person

“He”, “She”, “They”
First Person Point of View

• A character in the story is the narrator who tells the story. The narrator uses the pronouns I, me and we.

• In first-person point of view, readers learn about events as the narrator learns about them.

• When I got up this morning I brushed my teeth. Then I got dressed and ate my breakfast.
Third Person Point of View

• The story is being told by an outside observer (someone who is not in the story). The author uses the pronouns he, she, and they. 

• In third-person point of view, the author can tell about the thoughts, actions, and feelings of the other characters.

• The princess was locked in the tower. She had no way to escape. She hoped that a prince would rescue her. Her wish came true. He came and took her to his castle.
Teaching Point of View

• *The True Story of the Three Pigs* by Jon Scieszka - told from the point of view of the big bad wolf.

• After reading, have students determine who is telling the truth and write a paragraph supporting why they believe them.

• Then, have students participate in a debate between the wolf and the three pigs.
Examining Point of View with *Where the Wild Things Are* by Maurice Sendak

- **Before Reading:** Look at the title, pictures, and skim the words. What do you think the story might be about?

- **During Reading:** How does Max get the Wild Things to be still?

- **After Reading:** What point of view is the story being told from?
Point of View Questions

• Who told the story? Was the narrator a character in the story? How did the narrator affect your reading of the story?
• How would the text have changed if a different character told the story?
• Why do you think the author chose the narrator he/she did to tell the story?
Your Turn!

Now ask yourself:

• What is point of view?

• What is the difference between first person and third person?
Check for Understanding

• What is point of view?
  – Who is telling the story.

• What is the difference between first person and third person?
  – First person: A character tells the story.
  – Third person: The story is told by an outside observer.
## Sharing the Sky
### UNIVERSAL DESIGN FOR LEARNING

<table>
<thead>
<tr>
<th>Representation</th>
<th>Visual Impairment or Deaf/Blind</th>
<th>Physical Impairment: Little/ No Hand Use</th>
<th>Lacks Basic Concepts</th>
<th>Motivational/ Attention Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use</strong> a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent the author’s purpose or point of view; use online tools to create graphic organizers (i.e., Readwritethink.org); Use picture cards and graphic organizers to represent the author’s purpose or point of view.</td>
<td>Student scans an array of possible options and uses a switch to select the correct answer when asked a question pertaining to a given text; use computer representation of key aspects of the text that can be manipulated with switch; place key aspects of the text on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to find the author’s purpose or point of view of a text.</td>
<td>Use appropriate and accessible text. Rewrite text to simplify plot and details. Include additional images and illustrations to help convey the meaning of the text. Provide students with graphic organizers and sentence starters. Highlight key words within the context of the print.</td>
<td>Use motivating objects and topics to determine the author’s purpose or point of view (i.e., puppets, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select text of interest.</td>
<td></td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols for key phrases (i.e., entertain, persuade, inform, etc.)</td>
<td>Uses a switch to indicate correct answers; use an eye gaze board to select answer; use a blink response to select answer; phrase questions so that they require a “yes/no” response, these can easily be answered using an eye gaze, head turn, two switches, etc.</td>
<td>Student selects pre-made cards with author’s purpose or point of view versus writing a response; selection of correct answer is done after a model; student answers “yes/no” questions.</td>
<td>Have students find the author’s purpose or point of view with images, drawing, interactive computer programs, etc.</td>
</tr>
<tr>
<td>Engagement</td>
<td>Visual Impairment or Deaf/Blind</td>
<td>Physical Impairment: Little/ No Hand Use</td>
<td>Lacks Basic Concepts</td>
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<td></td>
<td>Teach students to use their hands to scan objects; use talking avatars or read aloud of text; start with simple, large print text and online interactive text; use text featuring topics and characters that are familiar and reinforcing to students.</td>
<td>Use bright colors to call attention to key words; use a computer with AT where the student can click to answer; use cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to find the author’s purpose and point of view.</td>
<td>Student uses websites and listening centers that read aloud text. Use bright colored stickers or sticky notes to mark key words within text. Use puppets, objects, and picture cards to find the author’s purpose and point of view. Explicitly model using think alouds along with visual images and actions.</td>
<td>Create games in which students interact with partners to find the author’s purpose and point of view using cards with images. Create stories and text that involve the students and their personal interests and experiences.</td>
</tr>
</tbody>
</table>
Concept Map

Persuade

Inform

Entertain
Prepare for Landing

Below you will find ideas for linking author’s purpose and point of view to real-world applications, the college and career readiness skills addressed by teaching these concepts, module assessments for teachers, sample general education lesson plans incorporating Universal Design for Learning framework, blog for teachers to share their ideas, and a place to upload and share lesson plans from teachers who completed this module.

One way to help assist in a special educator’s development within this curricular area is through collaboration with other teachers in your building. Often these skills are practiced outside of an ELA classroom in other curricular areas as well as during everyday tasks. Some activities with real world connection include:

- Associate the skills of author’s purpose and point of view to wide reading and real world texts. This allows the students to apply the learning to real reading experiences. This supports students’ meaning making process and will increase their reading comprehension.
- Students can also practice author’s purpose and point of view skills when discussing TV shows, movies, advertisements, campaigns, speeches, etc.

In addition to the real-world applications of these concepts, skills taught within this content module also promote the following college and career readiness skills.

Communicative competence
Students will increase their vocabulary to include concepts related to “author’s purpose” and “point of view.” Specifically, they will learn to use language such as, “I am thinking…” “The author’s purpose is to…” and “The text is written from the point of view of…”

Fluency in reading, writing, and math
Students will have opportunities to increase their fluency and comprehension as they develop their abilities to determine author’s purpose and point of view. By having stronger proficiency with author’s purpose and point of view, students will be able to process text more strategically and at a more fluent pace. They will also understand the text in greater depth.

Age appropriate social skills
Students will engage in peer groups to determine the author’s purpose and point of view of a range of texts.

Independent work behaviors
Students will engage in independent reading. They will have increased opportunities to practice finding the author’s purpose and point of view in the real-life reading context.
Skills in accessing support systems
At times, students will need to ask for assistance to complete activities related to “author’s purpose” and “point of view” which will give them practice in accessing supports. Students will gain practice asking for help with reading a range of diverse text as needed. They can ask a peer to complete the physical movements of the tasks they are not able to do themselves. Be sure to teach students to ask versus having items or supports automatically given to them.

In addition to collaborating with other educational professionals in your building, the following list of resources may also help provide special educators with ideas for activities or support a more thorough understanding of the concepts presented in this content module.

Additional Resources

National Geographic Kids (2013). Retrieved June 16, 2013 from http://kids.nationalgeographic.com/kids/stories/. On this site, visit the news tab and have students determine what the author’s point of view is: to inform, to entertain, to clarify, etc.

Time for Kids (2013). Retrieved June 16, 2013 from http://www.timeforkids.com/news. When viewing news stories on this site, have students determine what the author’s point of view is: to inform, to entertain, to clarify, etc.


Author’s Purpose Reading Comprehension Practice Cards
Author’s Purpose Bulletin Sets
Point of View 35 Reading Passages for Comprehension
References

Module Assessments
Insert assessment here

Sample General Education lesson plans


Scholastic (2013). Retrieved June 15, 2013 from http://www.scholastic.com/browse/search/teacher?query=author%27s+purpose&as_values_043=&channelOnly=true. Scholastic offers author’s purpose lesson plan ideas for teachers as these lessons are based around a variety of books.

Study Zone (2011). Retrieved June 7, 2013 from http://www.studyzone.org/testprep/ela4/o/pointofviewp.cfm. This site is interactive allowing students to determine whether what is written is in first or third person point of view, providing instant feedback on their answer choice.

University of Missouri Themes (2012). Retrieved June 7, 2013 from http://ethemes.missouri.edu/themes/1895. This site provides teachers and students lists of books to refer to as they focus on author’s purpose.


Insert lesson plans with UDL here

Have an idea: Upload the lesson plans you’ve created here
Insert link for teachers to upload lesson plans
Teacher’s Corner: Blog with other teachers

Insert forum or blog for teachers to share ideas

Adapt the following general education lesson plan; adapt, and upload. These lesson plans may be shared with higher education professionals developing strategies to provide meaningful academic instruction in ELA to students with severe disabilities.

Insert Up for a Challenge lesson Plan here

Insert link for teachers to upload lesson plans
Author’s Purpose and Point of View Assessment

Fill in the blank

1. What is the author’s purpose if the passage contains: facts or true information

Correct feedback: Yes, if the passage contains facts or true information, the author’s purpose is to inform.

Incorrect feedback: Nice try! If the passage contains facts or true information the author’s purpose is to inform. Please review the Author’s Purpose PowerPoint.

2. What is the author’s purpose if the passage contains: fiction

Correct feedback: Yes, if the passage contains fiction, the author’s purpose is to entertain.

Incorrect feedback: Nice try! If the passage contains fiction, the author’s purpose is to entertain. Please review the Author’s Purpose PowerPoint.

3. What is the author’s purpose if the passage tries to get you to do something

Correct feedback: Yes, if the passage tries to get you to do something, the author’s purpose is to persuade.

Incorrect feedback: Nice try! If the passage tries to get you to do something, the author’s purpose is to persuade. Please review the Author’s Purpose PowerPoint.

4. In _______________________________ point of view, readers learn about events as the narrator learns about them.

Correct feedback: Yes, in first person point of view, readers learn about events as the narrator learns about them.

Incorrect feedback: Nice try! In first person point of view, readers learn about events as the narrator learns about them. Please review the Point of View PowerPoint.
5. In __________________________ point of view, the author can tell about the thoughts, actions, and feelings of the other characters.

Correct feedback: Yes, in third-person point of view, the author can tell about the thoughts, actions, and feelings of the other characters.

Incorrect feedback: Nice try! In third-person point of view, the author can tell about the thoughts, actions, and feelings of the other characters. Please review the Point of View PowerPoint.

Below you will be presented with various reading passages. After reading each passage, determine the author's purpose.

6. Laura Elizabeth Ingalls Wilder was born on February 7, 1867 in Pepin, Wisconsin to Charles and Caroline Ingalls. She met and married Almanzo James Wilder in 1885. She published many books based on her travels to the west. Her writing became the basis for the "Little House" series. She died in 1957. What is the author's purpose?
   a. to inform
   b. to entertain
   c. to persuade
   d. all of the above

Correct feedback: Yes, the purpose of this passage is to inform.

Incorrect feedback: Nice try! The purpose of this passage is to inform. Please review the Author’s Purpose PowerPoint.

7. Joe had been fishing for over two hours without a single bite. Suddenly there was a nibble at the end of his fishing line. He stood up on the boat and leaned out too far. Just then there was a sharp yank on the line. Joe fell overboard and landed head first into the water. Joe and his friends laughed and laughed. What is the author's purpose?
   a. to inform
   b. to entertain
   c. to persuade
   d. all of the above

Correct feedback: Yes, the purpose of this passage is to entertain.
8. The giant panda is a bear like animal that has thick white fur with black markings on its ears, limbs, shoulders, and around its eyes. The giant panda feeds on bamboo forests at high altitudes in western China. It also eats bulbs, roots, eggs, and some small mammals. The cubs are born in late winter. The giant panda is an endangered species and is protected by the Chinese government. What is the author’s purpose?
   a. to inform
   b. to entertain
   c. to persuade
   d. all of the above

Correct feedback: Yes, the purpose of this passage is to inform.

Incorrect feedback: Nice try! The purpose of this passage is to inform. Please review the Author’s Purpose PowerPoint.

9. It’s New! It’s Refreshing!
   It’s Slurpy Soda!
   This is the best soda in the world! If you drink this soda you will jump higher, run faster and be smarter in school. Try one today!

What is the author’s purpose?
   a. to inform
   b. to entertain
   c. to persuade
   d. all of the above

Correct feedback: Yes, the purpose of this passage is to persuade.

Incorrect feedback: Nice try! The purpose of this passage is to persuade. Please review the Author’s Purpose PowerPoint.
Author’s Purpose and Point of View Assessment Key

Fill in the blank

1. What is the author’s purpose if the passage contains: facts or true information

____________________  TO INFORM

Correct feedback: Yes, if the passage contains facts or true information, the author’s purpose is to inform.

Incorrect feedback: Nice try! If the passage contains facts or true information, the author’s purpose is to inform. Please review the Author’s Purpose PowerPoint.

2. What is the author’s purpose if the passage contains: fiction

____________________  TO ENTERTAIN

Correct feedback: Yes, if the passage contains fiction, the author’s purpose is to entertain.

Incorrect feedback: Nice try! If the passage contains fiction, the author’s purpose is to entertain. Please review the Author’s Purpose PowerPoint.

3. What is the author’s purpose if the passage tries to get you to do something

____________________  TO PERSUADE

Correct feedback: Yes, if the passage tries to get you to do something, the author’s purpose is to persuade.

Incorrect feedback: Nice try! If the passage tries to get you to do something, the author’s purpose is to persuade. Please review the Author’s Purpose PowerPoint.

4. In ______________________ point of view, readers learn about events as the narrator learns about them.  FIRST PERSON

Correct feedback: Yes, in first person point of view, readers learn about events as the narrator learns about them.

Incorrect feedback: Nice try! In first person point of view, readers learn about events as the narrator learns about them. Please review the Point of View PowerPoint.
5. In ____________________________ point of view, the author can tell about the thoughts, actions, and feelings of the other characters. **THIRD PERSON**

Correct feedback: Yes, in third-person point of view, the author can tell about the thoughts, actions, and feelings of the other characters.

Incorrect feedback: Nice try! In third-person point of view, the author can tell about the thoughts, actions, and feelings of the other characters. Please review the Point of View PowerPoint.

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General Education ELA Lesson Plan: Author’s Purpose

Source: [http://www.polk-fl.net/staff/teachers/reading/documents/SeptemberFOCUSCalendarElem.pdf](http://www.polk-fl.net/staff/teachers/reading/documents/SeptemberFOCUSCalendarElem.pdf)

Standard: **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

Learning Outcome: Students will identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text.

Materials:
Picture book or completed class novel; chart paper, overhead (LCD projector or doc camera), text samples, graphic organizer templates (students can also draw these on paper), paper, pencil

Activities:
- **Focus and Review**: Review with students the definition of author’s purpose. Also review the three purposes for writing (persuade, inform, entertain).
- **Teacher Modeling/Direct Instruction**: Explain that authors don’t usually state a purpose, so you need to pay close attention to the details that are given in the text in order to be able to determine the author’s purpose for writing. Tell students that an easy way to remember the three purposes for writing is to use the mnemonic device P.I.E. Use the familiar trade book to do a think-aloud of the clues that help the reader determine the author’s purpose. List the title under the appropriate heading on the P.I.E chart on the board.
- **Guided Practice**: In small groups, provide students with a basket of books including a range of genres. Together, have students read and list the clues that help the reader determine the author’s purpose under the appropriate heading on the P.I.E chart.
- **Independent Practice**: Encourage students to consider the author’s purpose when reading their independent self-selected text. Provide students with a P.I.E chart to list the clues from the text that helped them determine the author’s purpose.
**Activity: Create a universally designed version of the above lesson**

<table>
<thead>
<tr>
<th>UDL Planning</th>
<th>My ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation -adaptations in materials (e.g., adapt for sensory impairments)</td>
<td></td>
</tr>
<tr>
<td>Expression - how will student show learning (e.g., use of assistive technology; alternative project)</td>
<td></td>
</tr>
<tr>
<td>Engagement - how will student participate in the activity</td>
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General Education ELA Lesson Plan: Author’s Purpose

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Standard: CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

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Materials:
Picture book or completed class novel; chart paper, overhead (LCD projector or doc camera), text samples, graphic organizer templates (students can also draw these on paper), paper, pencil

Activities:
- Focus and Review: Review with students the definition of author’s purpose. Also review the three purposes for writing (persuade, inform, entertain).
- Teacher Modeling/Direct Instruction: Explain that an author writes for many reasons. An author may give you facts or true information about a subject. Some authors write fiction stories or stories to entertain you. Some authors may write to persuade or to try to get you to do or think something. Tell students that the title can usually help the reader understand or determine the author’s purpose. Use a graphic organizer to list titles of familiar books under the appropriate author’s purpose in a graphic organizer. Model with students as you write AND do think-alouds with each example.
- Guided Practice: In small groups, provide students with a basket of books including a range of genres. Together, have students sort the texts based on the author’s purpose and complete the same graphic organizer.
- Independent Practice: Encourage students to consider the author’s purpose when reading their independent self-selected text. Provide students with an exit slip where they can record the title, author, and author’s purpose after reading.
### Activity: Create a universally designed version of the above lesson

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<td>Representation - adaptations in materials (e.g., adapt for sensory impairments)</td>
<td>Provide students with images that represent the different author’s purposes. Students select the appropriate author’s purpose card for the text being read and examined; provide students with a template including sentence starters to frame their response about author’s purpose.</td>
</tr>
<tr>
<td>Expression - how will student show learning (e.g., use of assistive technology; alternative project)</td>
<td>Students will select the author’s purpose from pre-written choices. Students will use a switch to select the appropriate author’s purpose. Students will nod their heads to select the correct answer.</td>
</tr>
<tr>
<td>Engagement - how will student participate in the activity</td>
<td>Student can work in pairs during independent practice; student can use technology (e.g., stixy.com) to record the author’s purpose exit slip.</td>
</tr>
</tbody>
</table>